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Two such texts have recently come from practical teachers in this field, one for the junior high school and the other for the senior high school. The junior high school text¹ opens with two chapters on human wants and needs that should fix in the mind of the young citizen a broad conception and an inquiring attitude concerning these motivating forces of human activity. These chapters are devoted to government organizations which may be omitted by teachers "who are certain that their pupils are thoroughly familiar with this." Production is comprehensively treated with discussions on the stages of industrial progress, division of labor, and specialization. Other major discussions are on modern business, transportation, and labor conditions. The last three chapters present a finely worked-out course on improving living conditions, industry, and government and society. The whole work is organized especially for junior high school students. Good lists of questions and projects are interspersed throughout.

The senior high school text² is a comprehensive elementary work, having for its chief objective the bringing of the student into intimate relationship with economic life itself, approached from a civic and social viewpoint. "Although economic theory is duly recognized whenever it touches vitally the problem at hand," the main emphasis is always placed on the concrete problem, for the comprehension of which a knowledge of the theory is essential. Thirty-one chapters of the volume are given to problems of production and consumption. Other chapters present studies in problems of exchange, distribution, and economic reform.

The book is written in a clear, easy style, and is well organized for use as a secondary-school text. Each chapter is preceded by a working outline and followed by lists of questions and problems for discussion. The sentiment of the book is expressed in its dedication to the "Spirit of Abiding Americanism."

New texts in community civics.—Textbook writers and publishers seem to have made up their minds that the present supply of texts in community civics is inadequate. During the past year there has been a great deal of scrambling on the part of book companies for texts in this field. To the writer's knowledge five companies have succeeded in finding manuscripts which they consider worth publishing, and three others are searching the country for individuals who will agree to write such manuscripts for them. This great activity and interest in more and better material in community civics ought to result in some much needed reforms in this important field. Inasmuch as three companies have recently published their offerings, one is able to predict the outcome of the present great interest and activity in writing and publishing texts in community civics.

¹ R. O. HUGHES, *Economic Civics*. New York: Allyn & Bacon, 1921. Pp. xv+331.

² HENRY REED BURCH, *American Economic Life*. New York: Macmillan Co., 1921. Pp. xi+531.

The author of one new text¹ organizes his material under five main divisions, which he names "The Community and Its Interests," "The Elements of Community Welfare," "The Works of the Community," "A Self-Governing Community," and "The Loyal Citizen." To two of these divisions the author devotes but one chapter each, to one of the others four chapters, five chapters to another division, and to the remaining division eleven chapters. The wisdom of such an unequal distribution of material among large divisions of a field is questionable. The two divisions with one chapter each seem somewhat overshadowed when placed side by side with others much more fully treated.

Mr. Adams gives considerable attention to the elements of community welfare, such as health, protection of life and property, education, recreation, civic beauty, communication, transportation, and wealth. In most cases these topics are interestingly and concretely treated. The copious supply of suggestions for further study and discussion which one finds scattered throughout the book furnishes an excellent guide for vitalizing the material on which they are based. The text as a whole is an improvement over the more traditional ones which appeared some six or eight years ago.

A second book,² written by a teacher of history and civics and a superintendent of schools, purports to be the outcome of a number of years of teaching experience. For example, the questions at the end of each chapter are in large part those asked by the pupils in classes in community civics in a city-school system. Another feature of this book not found in other books in its field is the historical approach to each topic. In most instances this historical material is presented in a concrete, interesting, and natural way. Inasmuch as their will always be a close relation between history and community civics, the historical approach to civic topics is sure to meet with the approval of the teachers of the subjects.

Barring the two special features mentioned, the book is much like all other late publications in its field. In it one finds the so-called "welfare topics" the chief center of attention. There are also a number of well-chosen illustrations, usable book lists for both pupils and teacher, a page or so of suggestions to teachers, and an appendix containing the Constitution of the United States.

An attempt to get work in civics nearer the everyday life of pupils in the civics class is found in one of the latest publications³ in this field. The title of the book, *Everyday Civics*, suggests what the author has tried to do. Action rather than knowledge is the chief end sought in Mr. Finch's civics-teaching.

¹ EDWIN W. ADAMS, *A Community Civics*. New York: Charles Scribner's Sons, 1920. Pp. vi+385.

² EDGAR W. AMES and ARVIL ELDRED, *Community Civics*. New York: Macmillan Co., 1921. Pp. xiv+387.

³ CHARLES EDGAR FINCH, *Everyday Civics*. New York: American Book Co., 1921. Pp. x+326.

To attain this desirable goal, he would have all civic truths that are discussed in the classroom tested out in such laboratories as the home, the school, the playground, and the neighborhood. Some of the civic truths around which the discussion in the book centers and which are to be incorporated into the everyday lives of the pupils are: co-operation rather than criticism is the essential thing in a democracy; willingness to do one's part is absolutely essential to American citizenship; citizens must understand the ways and means of carrying out the purposes of government; "progress in government has been the result of persistent effort through a long period of time"; and citizens must acquire the habit of thinking about problems of government in relation to the fundamental law of the land. Inasmuch as such truths as these form the foundation upon which the book is made, one is not surprised to find it made up largely of material relating to government and politics. The idea back of Mr. Finch's text is a commendable one, and the success of the book in the hands of the ordinary class teacher will be watched with interest.

The history of literature.—Those who believe that it is better to study *things* than to study *about* things will be interested in a recent English text¹ which assumes that this is the best way for boys and girls to gain a true insight into the history of literature. This volume is the first to appear of a series of anthologies edited by Dr. James F. Hosis. It is intended for pupils in the third or fourth years of high school. It consists of a collection of material for study classified under the following types: "Narrative Poetry," "Lyric Poetry," "Dramatic Poetry," "The Essay," "Prose Fiction," and "The Oration." With few exceptions each of these groups is accompanied by illuminating introductions, suggestions for study, and references for additional readings along similar lines. Dr. Hosis contributes a general introduction, and Miss Rich furnishes a letter to the student which contains valuable directions for the use of the text.

Some teachers will regard it as unfortunate that Miss Rich, by grouping masterpieces under literary types rather than in accordance with content or historical period, emphasizes form rather than spirit. There are obvious advantages in such an arrangement, however, and a skilful teacher can guard against the dangers involved. The selections are chosen not only to convey an appreciation of the history of English literature, but to awaken a genuine delight in its manifold phases. The book meets a real need.

HOWARD C. HILL

High-school methods.—The scarcity of textbooks in the field of high-school methods is itself assurance of a widespread interest in any contribution to this body of literature which comes from an authoritative source. The most recent

¹ MABEL IRENE RICH, *A Study of the Types of Literature*. New York: Century Co., 1921. Pp. xxv+540.